DOCUMENT RESUME

ED 186 565 UD 020 588

AUTHOR	Vanecko, James J.: And Others
TITLE	Executive Summary of the Analysis Plan for Research on the Effects of Demonstration Title I Compensatory Education Projects.
INSTITUTION	Abt Associates, Inc. Cambridge, Mass.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	15 Jul 76
CONTRACT	400-75-0074
NOTE	37p.; Two figures will not reproduce clearly due to small, broken print.
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Compensatory Education; *Demonstration Programs; Elementary Secondary Education; *Eligibility; *Federal Programs; *Research Proposals; *Resource Allocation
IDENTIFIERS	*Elementary Secondary Education Act Title I

ABSTRACT

Between the 1975-76 and 1976-77 school years, Title I school eligibility, student selection, and concentration of funds and services are scheduled to change. This report outlines the plans of the agency which will compare the distribution of instructional and other educational services before and after the policy changes and provide analysis for possible modifications in the Elementary and Secondary Education Act with regard to allocation policy. The study design, data sources, and analytic procedures selected to address the question of what kinds of services reach what kinds of students are described in detail. The study will focus on demonstration projects to be conducted in 16 school districts. Research objectives are identified as follows: (1) estimation and analysis of distribution of services; (2) analysis of community reaction to Title I programs and the demonstration projects; (3) estimation of costs or savings associated with altered allocation and eligibility policies; (4) the gathering of descriptive information on possible achievement outcomes of the demonstrations. (GC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED186565

ABT ASSOCIATES INC.
55 WHEELER STREET, CAMBRIDGE, MASSACHUSETTS 02138
TELEPHONE • AREA 617-492-7100
TELEX: 710-320-6367

Contract No. 400-75-0074

EXECUTIVE SUMMARY OF THE ANALYSIS PLAN FOR RESEARCH ON THE EFFECTS OF DEMONSTRATION TITLE I COMPENSATORY EDUCATION PROJECTS

July 15, 1976

Principal Authors:

James J. Vanecko
Project Director

Francis Archambault
Deputy Project Director

Nancy Ames
Director of Analysis

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Prepared For:

NATIONAL INSTITUTE OF EDUCATION
1200 19th Street, N. W., Room 808
Washington, D.C. 20208

Contract Manager	Quality Control Reviewer	Management Reviewer
James J. Vanecko	Robert E. Herriott	Peter H. Miller

UD020588

MAY 1 1980

TABLE OF CONTENTS

		Page
1.0	INTRODUCTION	1
2.0	BACKGROUND AND OBJECTIVES OF THE RESEARCH	3
3.0	GENERAL STUDY DESIGN	5
	3.1 Primary Research Questions	6
	3.2 Details of Study Design	8

1.0 INTRODUCTION

Overview

The National Institute of Education (NIE) was directed by Congress in the Education Amendments of 1974 (PL. 93-380) to conduct a study of federal compensatory education programs, including Title I of the Elementary and Secondary Education Act. In response to this congressional mandate, NIE drafted a research plan which called for the funding of a comprehensive set of research projects focusing on administration, student development and funds allocation in Compensatory Education Programs. The Study of Demonstration Title I Compensatory Education Projects, one of these research projects, deals with the effect of using educational need rather than economic need as the basic for distributing Title I services. Sixteen Local Education Agencies (LEAs), who were among those responding to an RFP, had contracts with NIE during the 1975-76 school year to devise plans for implementing Title I programs based on educational definition of need. Plans developed by these 16 districts are to be submitted to NIE by July 31, 1976. If the plans are accepted, these districts will implement their design during the 1976-77 and 1977-78 school years. Given the departure of these approaches from current regulation for the delivery of Title I services, waivers of Title I regulations, authorized by the 1974 Amendments, will be required to implement the Demonstration Plans. Those areas in which waivers are most likely are school eligibility (target area selection), student selection, and concentration of funds and services.

The research portion of the Demonstration Projects is being conducted by Abt Associates Inc. (AAI). This research will compare the distribution of instructional and other educational services during the 1975-1976 school year, under the current federal regulations, with the distribution during the

1976-1977 and 1977-1978 school years, with federal regulations waived. It will provide the basic analysis for possible modifications in the Elementary and Secondary Education Act (ESEA) of 1965 with regard to allocation policy: eligibility criteria policy and distributive policy.

This report summarizes AAI's current analytic plans. This summary is based on the sixteen districts[1] which have been funded for the planning year. We know that not all of these districts will continue through implementation nor be granted waivers. However, we do not know precisely which districts will continue in the Demonstration.

[1]The sixteen districts currently involved in the Demonstration are: Adams County, Colorado; Alum Rock, California; Berkeley County, West Virginia (Martinsburg); Boston, Massachusetts; Charlotte, North Carolina; Freeport, New York; Harrison County, West Virginia (Clarksburg); Houston, Texas; Mesa, Arizona; Newport, Rhode Island; Oklahoma City, Oklahoma; Racine, Wisconsin; Santa Fe, New Mexico; Wichita, Kansas; Winston-Salem, North Carolina, and Yonkers, New York.

2.0 BACKGROUND AND OBJECTIVES OF THE RESEARCH

This research is primarily a study of distributive equity. When school district administrators alter policies relating to the rules and procedures for determining Title I eligibility and to the distribution of educational services, they are also likely to change the methods of delivering these services. When these changes take place, the students who receive compensatory services and the services they receive are also likely to change. Therefore, the basic question addressed in this research is: How much and what kinds of educational services reach what kinds of students?

The question of distributive equity is studied broadly in terms of all services received by sampled students over the course of a year, and, more specifically, in terms of minutes of reading and math instruction received by these students on typical days. To address these issues, we must analyze the sequence of events leading from changes in school district allocation policy, to programmatic changes in the delivery of services, to the actual services received by students. This sequence is explicated in the analytic model described in the next section.

Consideration of the legislative intent for this study, the definition of the study within the set of studies planned by NIE, and the districts' Demonstration plans have led to the establishment of five major research objectives. They are presented below in order of priority.

1. To estimate and analyze the distribution of services received by students. To achieve this objective a log is completed by teachers for a sample of students for entire sample days. This log will provide data on the full range of instructional services received by different types of students: Title I versus non-Title I students, students from varying socio-economic

and ethnic backgrounds, and students of varying achievement levels.

2. To estimate and analyze the distribution of services delivered across types of schools and types of students.[2] To achieve this objective questionnaires are completed by principals and teachers. These questionnaires focus on changes in programmatic content and strategies, as well as distributional changes.

3. To estimate and analyze community reaction to the Title I programs and the Demonstration. To achieve this objective interviews are conducted with parents of Title I children and members of Parent Advisory Councils.

4. To estimate and analyze the costs or savings associated with the altered allocation and eligibility policies.

5. To gather descriptive information on the possible achievement outcomes of the Demonstrations.

---

[2]Four types of schools are logically possible: (1) schools receiving Title I services during 1975-1976 and during the next two demonstration years; (2) schools receiving Title I services during 1975-1976 but not during the demonstration; (3) schools receiving Title I services only during the demonstration, not during 1975-1976; (4) schools never receiving Title I services. Student types refers to Title I students versus non-Title I students.

3.0 GENERAL STUDY DESIGN

The general study design represent solutions to a variety of conflicting problems and constraints which have been imposed on this research. The design finally decided upon uses grades within schools as the longitudinal unit for analysis rather than a panel of students. New student samples are drawn each year. Teachers are asked to fill out questionnaires which describe specific class periods in which sampled students receive instruction. The design is aimed at estimating the effects of substituting achievement criteria for poverty criteria to determine eligibility and the effects of extending services to more schools and/or students.

In brief, the design is one in which schools are sampled within three strata:[3]

1. Schools which currently (1975-76) receive Title I and which are expected to receive Title I during the implementation years of the Demonstration (1976-77 and 1977-78);

2. Schools which do not currently (1975-76) receive Title I, but which are expected to receive it during the implementation years of the Demonstration; and

3. Schools which currently do not receive and do not expect to receive Title I during the course of the Demonstration.

Within these sampled schools, all third and fourth grade classrooms are included. Each year students are sampled from within these classrooms. Data is collected on the instructional and other services delivered to these students and received by them. Logs are completed by teachers for entire sample days. These logs describe the total instruction received during that day. Questionnaires are completed

---

[3]While four types of schools are logically possible, only these three were proposed by participating school districts at the time our sample was designed.

by teachers describing the instruction given during specific class periods. Principals complete questionnaires describing the organization of the school, the services provided, and characteristics of the student population. Parents of Title I students are interviewed.

3.1 Primary Research Questions

The primary research questions to be addressed in the study of Demonstration Compensatory Education Projects are listed below in order of priority:

1. What changes in Title I allocation policy are made by each of the Demonstration districts under the waiver of federal regulations?

2. What effects do changes in Title I allocation policy have on the instructional and support services experienced by students of different types within the Demonstration districts?

3. What effects do changes in Title I allocation policy have on the characteristics of students served by Title I and the other compensatory programs within the Demonstration districts?

4. What effects do changes in Title I allocation policy have on the organization and administration of compensatory programs and the instructional services delivered within the Demonstration districts?

5. What is the reaction of parents, professionals, and citizens in general to changes in Title I allocation policy within the Demonstration districts?

6. What effects do changes in allocation policy have on student achievement within the Demonstration districts?[4]

[4]The fact that this question is relatively low on our list does not necessarily reflect our assessment of its importance, but rather the limitations imposed upon our ability to answer it. Since the collection of achievement test data has been prohibited in the Demonstration Study, we must rely upon the achievement test data already collected by the Demonstration districts. Such data is not available from all Demonstration districts, and is variable in its utility.

7. What are the costs and/or savings associated with changes in Title I allocation policy? What costs are non-recurring, such as costs associated with planning, and what costs are recurring, such as costs associated with testing and changes in program administration?

In addition to these primary research questions, we will explore several other questions in order to set the context for the Demonstration Study and amplify the questions presented above. These secondary research questions include the following:

1. What are the demographic, bureaucratic, and other characteristics of the states, districts, and schools participating in the Demonstration Study?

2. Are these characteristics associated with the manner in which districts applied or planned for the Demonstration or the allocation policies chosen?

3. How do the Demonstration districts plan for the implementation of the Demonstration?

4. Are there characteristics of the planning process which are associated with "successful" Demonstrations? If so, can these be manipulated through federal policy?

5. Are the effects on student experiences of changes in Title I allocation policy direct, or are they a function of changes in program organization and program delivery patterns?

6. Are the effects on parental reaction of changes in Title I allocation policy direct, or are they a function of district or school policies with respect to parental involvement, or changes in the characteristics of students served?

Finally, a research question which underlies the entire Study is the representativeness of the Demonstration districts to other Title I districts as a whole and/or to different types of Title I districts within the entire set of districts.

The analytic model designed to answer these questions will be presented in the remainder of this summary.

3.2 Details of Study Design

3.2.1 The Analytic Model

The basic analytic model underlying the Title I Demonstration Study is presented in Figure 1. The Model consists of the variable groups and the links between them that will be analyzed in this research.

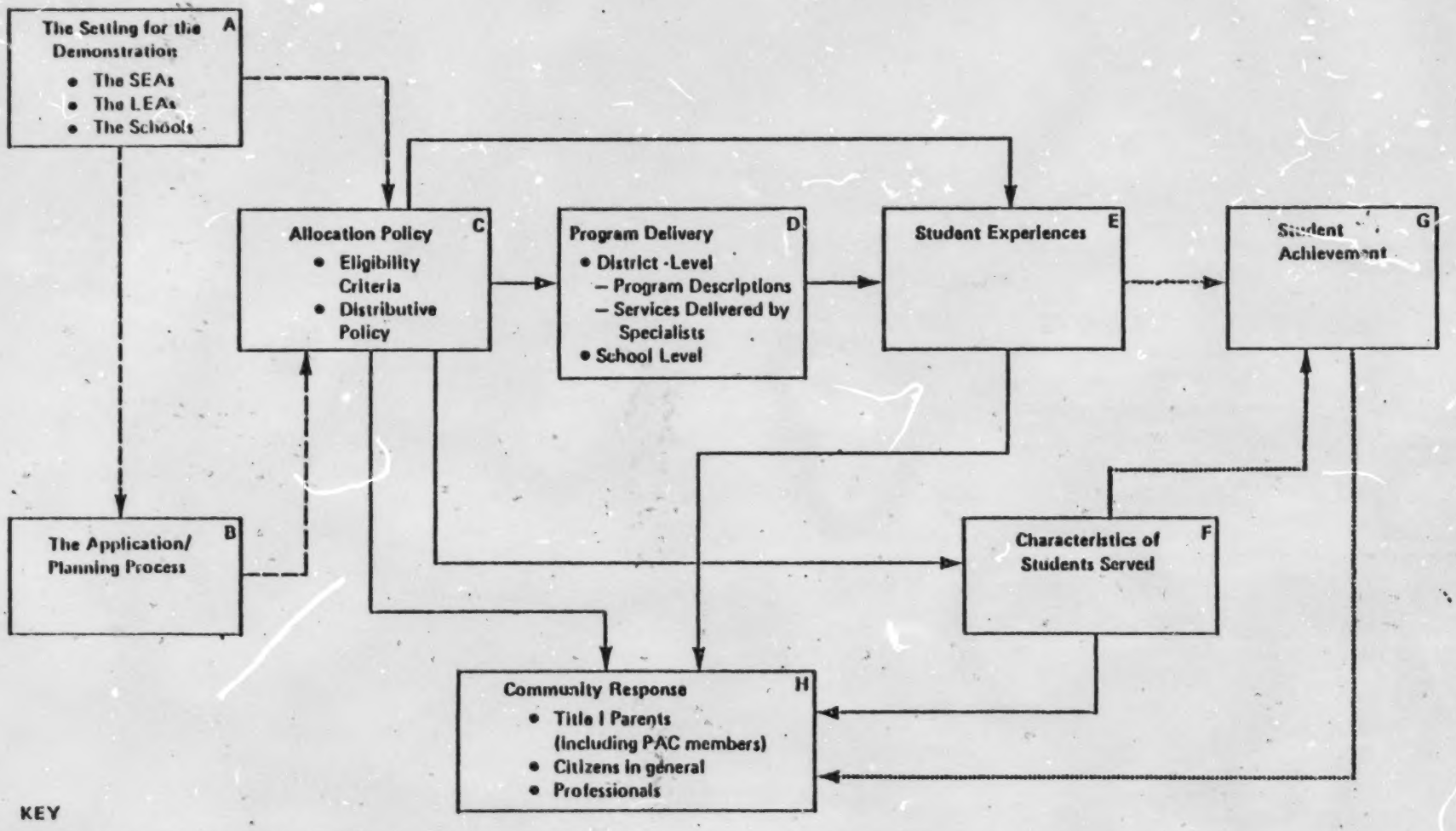
The process leading from eligibility and distribution policy decisions to program changes and, ultimately, to changes in service delivery and changes in the students served is presented in the model. Segments of this process are placed within boxes. The segments include groups of factors which will be measured using a variety of techniques. The effects of one segment on another segment are indicated by arrows which link them.

Allocation Policy (Group C) is the primary policy concern in the Demonstration Study. Groups to the left of Group C represent contextual factors which may influence allocation changes. The dotted lines linking Groups A, B, and C indicate relationships that will be explored conceptually and graphically.

Groups to the right of Group C represent potential outcomes of allocation changes. Arrows on this side of the model represent both direct and indirect links between allocation changes and each of the outcomes. Solid lines represent relationships which will be explored statistically in our basic research approach. Linkages between student achievement and other variable groups are set off because they do not represent a part of our basic approach. These relationships will be explored for a subsample of Demonstration districts.

FIGURE 1

THE ANALYTIC MODEL FOR RESEARCH
ON DEMONSTRATION COMPENSATORY EDUCATION PROJECTS



KEY

- – – – – – Links to be analyzed conceptually
- ———— Links to be analyzed statistically for full range of districts
- ..... Links to be analyzed statistically, where possible, for a subset of districts (See .)

Contextual Variables

Two contextual groups (i.e., groups of contextual variables) are displayed in the model: A) the setting for the Demonstration, and B) the history of the planning/application process. Setting (Group A) includes characteristics of the State Education Agencies (SEAs), such as size, location, regulatory functions, and the organization of the Title I office. It also includes demographic and bureaucratic characteristics of the Local Education Agencies (LEAs). Finally, it includes characteristics of the schools in each of the LEAs, focussing on the physical qualities of the School buildings and characteristics of school administrators. Knowledge of the setting enables us to describe the characteristics of the key organizations in the Demonstration, to determine the degree to which the settings of the Title I Demonstration programs are representative of other Title I districts, the degree to which the settings vary, and the degree to which the characteristics of the settings influence allocation policy.

Group B consists of two parts: application and planning. The history of the application process provides information on the selection of Demonstration districts, beginning with the distribution of the Request for Proposals (RFPs) through the State Education Agencies (SEAs) to the individual school districts, and ending with the final choice of districts by NIE. At each stage, self-selection may have occurred. Documenting the process will provide us with additional information on the representativeness of the Demonstration districts. The planning process also provides a background for the study of allocation changes.

In addition to setting the stage for the Demonstration, contextual variables are of interest because of their potential relationships to one another and to the allocation

changes adopted by the LEA. Among the questions implied by the links among these contextual groups are the following:

- Is there a relationship between the bureaucratic structure of the school district and the extent of staff/community participation in the planning process? (Link AB)
- Is there a relationship between district size and distributive policy? (Link AC)
- Is there a relationship between SEA regulations and the Demonstration options chosen by the LEAs? (Link AC)
- Does the nature and extent of staff/community participation in the planning process influence allocation policy? Does strong Parent Advisory Committee (PAC) involvement lead to fewer or more changes? (Link BC)
- Does concurrent desegregation lead to the selection of certain Demonstration options? (Link AC)

Answers to these questions may provide some indication of the kinds of allocation changes which might be made by various types of LEAs if a block grant was used or revenue sharing adopted, or if use of achievement criteria were required. To the extent that contextual aspects are manipulable by federal policy, they also offer insights into the best approach for successful replication of certain Demonstration options. Finally, they enrich our characterization of districts.

Outcomes

On the right hand side of the model (i.e., variable groups to the right of the box denoting allocation policy) are several potential outcomes of changes regarding allocation policy. Changes in eligibility criteria and/or concentration of services may have an impact on one or more of these groups. Each of these has varying degrees of importance for the Demonstration

and thus for the ways in which resources will be organized for the analysis. The clearest and most direct outcomes of allocation changes are likely to occur in the area of program delivery (Group D). Such changes are direct in the sense that they take place almost by definition. Program delivery refers to the content and context of instructional and support services offered by Title I and other compensatory education programs in a district. If districts change the number of students served by Title I in a school and/or the number of schools served by Title I in the district, they are likely to be using some new operational mechanism for delivering services to different students and/or schools. For example, if a district changes the number of schools served by Title I, it may do one (or more) of several things: (1) add more staff, possibly by borrowing from another program; (2) modify staffing or other resource patterns, e.g., by substituting less costly aides for specialists or materials for staff; or (3) change the ways in which staff are utilized, e.g., as resource persons rather than instructors. If school districts make such changes, it is likely that students will be receiving substantially fewer services or services in increasingly larger groups.

A highly differentiated set of changes is implied in the simple descriptive term "changes in program delivery." The term means goals and policy changes in programs at the district level as well as the organization of progams across the district. It means the organization of programs within schools. It means the actual delivery of instructional services to students. Since program delivery incorporates all of these, the approach taken will measure changes at all levels in order to develop a precise and detailed description of the generic outcome "program delivery."

Characteristics of Students Served

The characteristics of the students served under Title I programs comprise another direct link between allocation changes and outcomes (Link CF). If the criteria and procedures for selecting students change, one would expect to find differences in the characteristics of the Title I students selected under each set of criteria and procedures. This apparent tautology can be dispelled. To the extent that eligibility criteria based on poverty identify the same students as criteria based on educational needs, there may be little or no change in the characteristics of students served. To the extent that within-school selection procedures are currently based on achievement criteria, there may be little or no change in the characteristics of students served.

The relationship between allocation changes and student characteristics has great policy relevance. It addresses the question of which constituencies--black or white, rich or poor--gain or lose services under the waiver. For those who argue that Title I is a poverty program designed to provide equitable services to poor schools and/or students, a radical shift in the characteristics of students served from poor to non-poor may provide strong support for not using achievement test scores as the criterion for selecting schools.

Student Experiences

The third outcome represented in the model is student experiences. The major goal relating to this outcome is to measure the degree to which instructional services of varying types are experienced by students with varying characteristics. This requires measuring the exposure of students to various services and identifying the different characteristics of these students.

Student experience is linked both directly and indirectly in the model to allocation changes. Obviously, changes in the content and context of instructional services associated with allocation changes will have an indirect effect on the experiences of students (Link DE). Even without concomitant changes in program goals, organization or strategies, however, different students may receive different quantities of services, as is the case, for example, when the same number of staff attempt to teach more students using the same objectives and the same instructional strategies. When this happens, students must experience services that are reduced in time length and/or in adult-child ratio, if not qualitatively different experiences.

Community Response

Community response to Title I in its current form and during the Demonstration years will be analyzed in the research because of the interest NIE and Congress have expressed in determining the degree to which programs are accepted and supported by the community. If an allocation alternative and a set of program outcomes are estimated to be cost beneficial according to some objective standard, but are unacceptable to people in the community, then the program may not be attractive to policy makers. The most crucial segment of the community by which public acceptance of the program may be gauged is comprised of parents of students enrolled in the Title I program. Parents, especially Parent Advisory Council (PAC) members, are most likely to come in direct contact with school personnel, to obtain from them information about the quality of the school, and to have a direct impact on school operation.

Systematic survey data will be collected from parents to measure community reaction to the Demonstration. The relationship between community reaction and allocation

changes (Link CH), characteristics of students served (Link FH), student experiences (Link EH), and district and school level policies (Link DH) will be examined.

Student Achievement

The final outcome indicated in the model is student achievement (Group G). The research contractor is prohibited by NIE from administering achievement tests as part of this research. The research must, therefore, rely on data available through ongoing school district testing programs in order to investigate changes in student achievement. Given the variety of constraints on comparability across districts, including different tests, tests administered at different times of the year, tests administered at different grade levels, and tests administered in different manners, precise statistical analysis of student achievement across all districts cannot be accomplished in this research. To convey this constraint in the analytic model, all achievement links in the basic model are represented by dotted lines. The approach to this part of our research model will be presented in a separate report.

3.2.2 Sample, Data Sources, and Analytic Procedures

Sample selection for this study involved a five-step process, the essentials of which are outlined in Schematic 1. This schematic displays the decision made at each step in the process, the information considered in making the decision, the question addressed by the decision and the alternatives considered in the decision-making process. As can be seen in the schematic, the sample is composed of two students randomly selected from within each third and fourth grade classroom within the three school types in each of the demonstration districts. The sample plan and the associated approximate sample sizes for this two-stage cluster sample are summarized in Figure 2.

The specific data to be collected and analyzed in the sample is described in Table I. A comprehensive battery of formal and informal instruments was developed to gather information from each of the respondent groups in the sample. The multi-faceted field effort included collection and synthesis of existing LEA documents, site visits by AAI Cambridge staff, distribution of self-administered questionnaires, and observations/interviews by on-site researchers.

The analytic procedures required to examine these data are also varied. They include comparative case study descriptions, which are largely qualitative in nature, schematic presentations, frequency distributions and other tabular data displays, as well as statistical techniques involving correlation analysis of variance and regression methods.

Table I illustrates for each variable group in the Analytic Model:

- variables to be discussed;
- levels in the sample design;
- data sources,
- respondents, and
- analytic methods to be employed.

Schematic 1

SCHEMATIC REPRESENTATION OF KEY SAMPLING PLAN DECISIONS

STEP ONE

GIVENS	QUESTION	ALTERNATIVES	DECISION
• Resources insufficient to census all schools • Three distinct types of schools from the point of view of the research question • Possible attrition of school districts	• Should schools be sampled from within districts, school types, or both?	• Sample from within districts • Sample from within school types • Sample from within school types within school districts	• Sample from within school types within school districts

STEP TWO

GIVENS	QUESTION	ALTERNATIVES	DECISION
• The study could afford a census of two grades, or a sampling of classrooms in no more than five grades • Decision to sample schools within types and school districts	• Should the study census two grades or sample classrooms in no more than five grades?	• Census classrooms within two grades • Sample classrooms in no more than five grades	• Census classrooms within two grades

STEP THREE

GIVENS	QUESTION	ALTERNATIVES	DECISION
• Decision to census two grades • Decision to sample from within school types within school districts • Observed concentration nationally, and in 16 districts, on elementary grades	• From what part of the grade continuum should the two grades be selected?	• Select one elementary and one secondary grade • Select two elementary grades • Select two secondary grades • Select two grades randomly	• Select two elementary grades

STEP FOUR

GIVENS	QUESTION	ALTERNATIVES	DECISION
• Decision to sample two grades • Decision to focus on elementary grades only	• Which grades should be selected?	• 2 + 3 • 2 + 4 • 3 + 3 • 3 + 4 • 3 + 5 • 4 + 5	• 3 + 4

STEP FIVE

GIVENS	QUESTION	ALTERNATIVES	DECISION
• Three pupil groups of interest • No information on distribution of pupils within classrooms • Pilot test experience suggesting upper bound of two pupil limit	• How many pupils should be selected by what means from each classroom?	Number of Pupils • One pupil per classroom • Two pupils per classroom Method of Selection • Pure random • Random within group • Proportional to pupil group size	• Two pupils per classroom randomly selected from within pupil groups

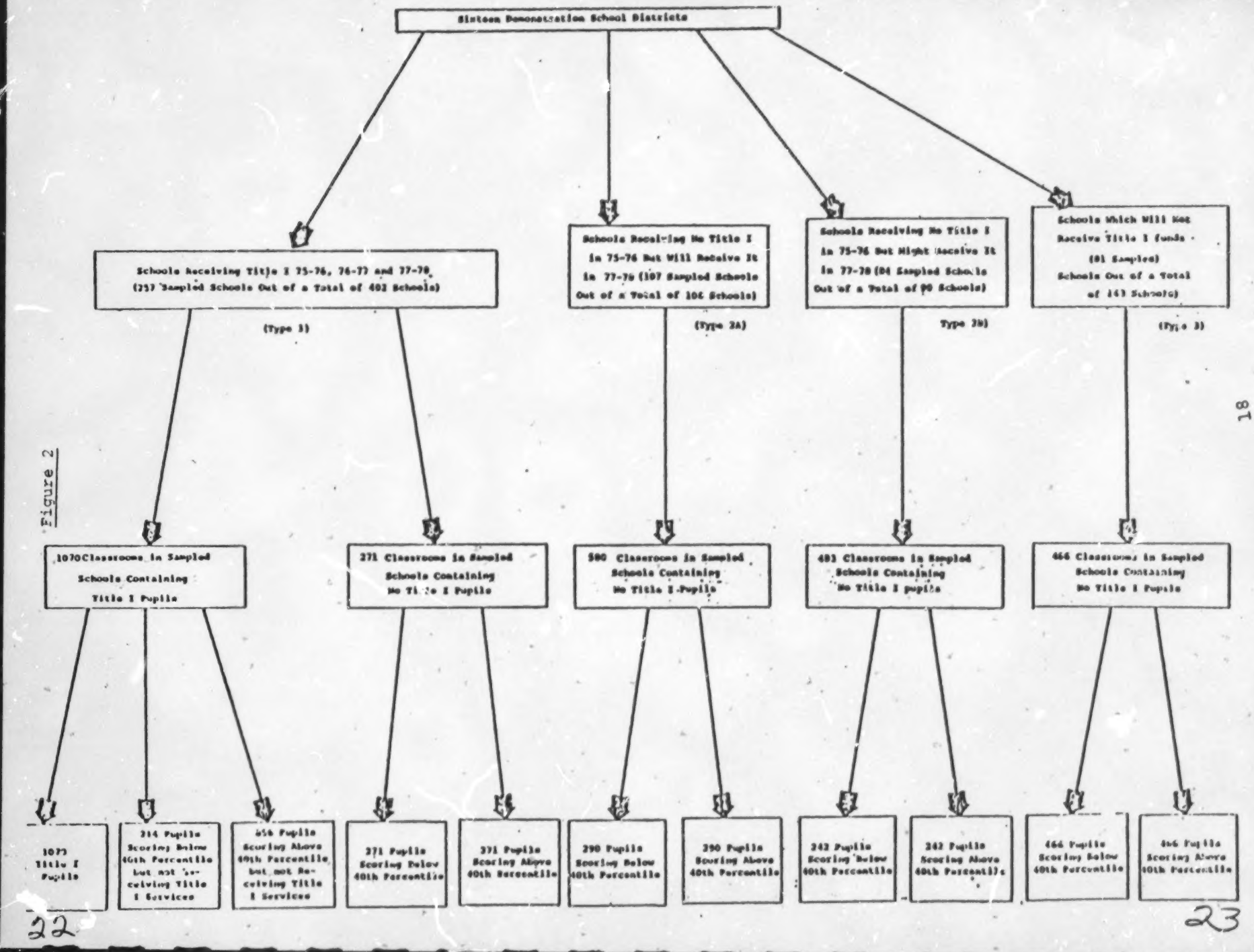

Sixteen Demonstration School Districts
Schools Receiving Title I 75-76, 76-77 and 77-78
(257 Sampled Schools Out of a Total of 402 Schools)
(Type 1)
Schools Receiving No Title I in 75-76 But Will Receive It in 77-78 (107 Sampled Schools Out of a Total of 106 Schools)
(Type 2A)
Schools Receiving No Title I in 75-76 But Might Receive It in 77-78 (84 Sampled Schools Out of a Total of 90 Schools)
Type 2B)
Schools Which Will Not Receive Title I funds (81 Samples) Schools Out of a Total of 143 Schools)
(Type 3)
1070 Classrooms in Sampled Schools Containing Title I Pupils
271 Classrooms in Sampled Schools Containing No Title I Pupils
580 Classrooms in Sampled Schools Containing No Title I Pupils
481 Classrooms in Sampled Schools Containing No Title I pupils
466 Classrooms in Sampled Schools Containing No Title I Pupils
1073 Title I Pupils
214 Pupils Scoring Below 40th Percentile but not Receiving Title I Services
656 Pupils Scoring Above 40th Percentile but not Receiving Title I Services
271 Pupils Scoring Below 40th Percentile
371 Pupils Scoring Above 40th Percentile
290 Pupils Scoring Below 40th Percentile
290 Pupils Scoring Above 40th Percentile
242 Pupils Scoring Below 40th Percentile
242 Pupils Scoring Above 40th Percentile
466 Pupils Scoring Below 40th Percentile
466 Pupils Scoring Above 40th Percentile

Figure 2

TABLE I

Variable Group	Analytic Level	Variables to be Discussed	Data Sources	Sample	Analytic Methods
A- The Setting for the Demonstration • The SEAs • The LEAs • The Schools	State	Complexity - number of Title I staff - duties and responsibilities of Title I staff	informal face-to-face interviews with SEA staff	SEA staff LEA staff	descriptive statistics simple comparative analyses • contingency tables rank order grids
		degree of centralization of Title I decision-making			
		degree of formalization of Title I regulations or guidelines which govern District Title I activities	informal face-to-face interviews with LEA staff	program administrators	
		mechanisms for evaluating Title I programs	principal Questionnaire	principals	
		degree of supervision of Title I programs within LEAs	project files		
	District	complexity - number of Title I staff - duties and responsibilities of Title I staff	informal face-to-face interviews with LEA staff	LEA staff	
		degree of formalization - existence of policies outlining rules and regulations of Title I activities			
		degree of centralization of district Title I decision making	principal questionnaire	principals	
		degree of public controversy over school-related issues	project files		
		demographic characteristics of school districts	U.S. Fourth Count Census Data		

Variable Group	Analytic Level	Variables to be Discussed	Data Sources	Sample	Analytic Methods
	School	physical characteristics and facilities - age of building - total number of classrooms - number of classrooms utilized for instructional purposes - number of open classrooms and number of students enrolled - existence of various facilities (e.g., gym, cafeteria, athletic field, etc.) - existence of library and number of volumes contained	principal questionnaire	principals	Simple comparative/descriptive analyses Regression analysis
		grade span and enrollment by grade classroom assignment procedures in regular principal characteristics - educational attainment - professional experience staff in full-time equivalents staff-pupil ratio	Title I Comparability Report		
		characteristics of student population - ethnicity - SES	project files		
B- The Application/Planning Process	State	the criteria used by the SEAs in selecting districts to be notified of the Demonstration	Informal face-to-face interviews with SEA staff	SEA staff	
		the criteria by which the SEAs determined which of the school district applications they received would be forwarded to NIE		SEA staff	data analyzed through case study methods
		any modifications made by SEAs prior to forwarding the proposals to NIE	Informal face-to-face interviews with LEA staff	LEA staff	

Variable Group	Analytic Level	Variables to be Discussed	Data Sources	Sample	Analytic Methods
B- (continued)		the amount of time spent by SEA staff with LEAs in activities related to their application and selection as potential Demonstration districts, and	informal face-to-face interviews with LEA staff	LEA staff	
		the time interval which passed between SEA's first awareness of the Demonstration project (receipt of the RFP) and its forwarding of applications to NIE.	informal face-to-face interviews with SEA staff	SEA staff	frequency distributions
		extent of involvement of SEA staff in providing technical assistance and opinions on policy options	project files		cross tabs
The Application/Planning Process	District	the way in which the districts initially learned of the Demonstration project	informal face-to-face interviews with LEA staff	LEA staff	case study methods
		the reasons which prompted the districts to apply			
		the participants in district level meetings held to consider the application	principal questionnaire	principals	frequency distributions
		the nature of the district level meetings held to consider the application, including the number of meetings held and the substance of the meetings held, and	observation of program activities by AAI staff		crosstabs
		identification of key decision makers in the application process	project files		
		participants involved in planning meetings, such as central office administrators, principals, teachers, parents, and students			
		nature of planning meetings, including number of meetings held and the substance of the meetings held			

Variable Group	Analytic Level	Variables to be Discussed	Data Sources	Sample	Analytic Methods
B- (continued)		identification of key decision makers in the planning process, and time involved in the planning process			
C- Allocation Policy	District School	determination of eligibility--# students eligible; criteria, # students served distributive policy--(distribution of resources across schools; within schools; overall	Informal face-to-face interviews with LEA staff Implementation plans principal questionnaire (TI support)	elem. school principals who have TI operating	contingency tables rank order grids anova, regression analysis path models
D- Program Delivery	District	Program Descriptions - within district descriptions • program organization (org. charts) • program variables (goals & objectives, pop. served, program activities, staffing, staff training, instruction, parental involvement - cross district descriptions - services delivered by specialists • no. of hours per week employed by funding source • proportion of time spent instruction by funding • proportion of time spent on other tasks by funding source • no. instructional periods per week	project files & documents on-site interviews & observations school & district records instructional schedule program description modules	program administrator all compensatory LA & math specialists in demon. districts	qualitative and narrative district descriptions descriptive statistics graphic presentations frequency distributions comparative analyses - anova regression analysis

Variable Group	Analytic Level	Variables to be Discussed	Data Sources	Sample	Analytic Methods
D- (continued)		• average length of instructional period • content of instruction • size of group taught • grade level(s) of students taught • role of specialist in instruction • person who provides instruction • location of instruction • no. children meeting together • amount of instruction per week • length of time in program • details of teachers' lesson plans • means of assessing students' performance at the beginning of the year • existence of performance objectives • basis for assigning lessons • instruction groupings • use of materials • means of assessing students' progress			
	School	Overview of compensatory activities for students Title I and State Compensatory Education Compensatory staff development Compensatory parent involvement	Principal	All Elementary school principals in demon. districts	Chi-square anova descriptive statistics
E- Student Experiences	Student (gr 3 & 4)	Instruction (compensatory & regular) - Overall description of student's day • time spent • grouping - size & pattern • staffing pattern • content - Setting of instruction • group size • location • grouping - size & pattern • amount	Classroom activities log (Cal) Program description modules	teachers teachers	regression methods

Variable Group	Analytic Level	Variables to be Discussed	Data Sources	Sample	Analytic Methods
		- Strategies for instruction • objectives & assessment • individualization • groupings • materials Support services - type of service & # times received - type of specialists & # times seen - reason for seeing specialist Program activities by funding source			
F- Student Characteristics	School: by Type I TI now TI later Type II NTI now TI later Type III NTI now NTI later Student (gr. 3 & 4) students receiving TI students not receiving TI	Student Sex Ethnicity Age First language (other than English) Reading achievement Free lunch program participation Characteristics of parents	Class roster SSRIF Parent interview	teachers teachers parents	Descriptive statistics Comparative statistics - anova - regression methods
H- Community Response	Parent	Family characteristics Parental awareness Parental participation Parental evaluation of compensatory programs & opinions of TI	Parent interview: Face-to-face interviews with parents of TI students	Parents	Descriptive Analysis - crosstabs

Variable Group	Analytic Level	Variables to be Discussed	Data Sources	Sample	Analytic Methods
H- (continued)	PAC members	PAC member characteristics	PAC interview: face-to-face interviews with members of PACs	PAC members	Development of socio-economic status index